

Review: Ward, Martin, Eugeni, Carlo, & Walker, Callum (Eds.) 2025. Teaching translation. Context, modes and technology. Routledge.

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BOOK REVIEW

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ABSTRACT

EN This review is about the volume *Teaching Translation. Context, Modes and Technology*, edited by Martin Ward, Carlo Eugeni, and Callum Walker, which offers a timely snapshot of how translator and interpreter education is being rethought in the wake of COVID-19 and rapid technological change. The volume's main strengths lie in its explicit effort to bridge academic curricula and professional realities, in its portfolio of concrete interventions that can be adapted locally, and in the space it gives to trainees' experiences and emotions. At the same time, the collection is and strongly anchored in European and Australian contexts, with less attention to Global South settings or structural questions of professional precarity beyond a handful of chapters. Overall, it will be of particular interest to translator trainers, programme coordinators, and researchers seeking research-informed but practical ways of integrating technology, collaboration, and critical reflection into translator education.

Key words: TRANSLATOR EDUCATION, TRANSLATION PEDAGOGY, TECHNOLOGY-ENHANCED LEARNING, PROJECT-BASED LEARNING, PROFESSIONALISATION

ES Esta reseña analiza el volumen *Teaching Translation. Context, Modes and Technology*, editado por Martin Ward, Carlo Eugeni y Callum Walker, que ofrece una panorámica actualizada de cómo la formación de profesionales de la traducción y la interpretación se está replanteando a raíz de la COVID-19 y de los rápidos cambios tecnológicos. Entre los principales puntos fuertes de la obra destacan su esfuerzo explícito por tender puentes entre los programas académicos y la realidad profesional, la amplia variedad de propuestas prácticas susceptibles de adaptarse a distintos contextos locales y la atención que presta a las experiencias y emociones de los traductores en formación. Al mismo tiempo, la obra está fuertemente anclada en los contextos europeos y australianos, prestando menor atención a los países del Sur Global y a las cuestiones estructurales relacionadas con la precariedad profesional, abordadas únicamente en un número limitado de capítulos. En conjunto, el volumen resultará de especial interés para quienes forman a traductores, coordinan programas de estudio e investigan sobre la manera de integrar la tecnología, la colaboración y la reflexión crítica en la formación de traductores.

Palabras clave: FORMACIÓN DE TRADUCTORES, DIDÁCTICA DE LA TRADUCCIÓN, APRENDIZAJE APOYADO POR LA TECNOLOGÍA, APRENDIZAJE BASADO EN PROYECTOS, PROFESIONALIZACIÓN

IT Questa recensione prende in esame il volume *Teaching Translation. Context, Modes and Technology*, a cura di Martin Ward, Carlo Eugeni e Callum Walker, che offre una fotografia quadro aggiornato di come la formazione di traduttori e interpreti venga ripensata dopo il COVID-19 e alla luce dei rapidi cambiamenti tecnologici. Tra i punti di forza del volume c'è l'esplicito tentativo di colmare il divario tra percorsi universitari e realtà professionali, illustrando molti interventi concreti adattabili ai diversi contesti locali e dedicando attenzione alle esperienze e alla dimensione emotiva dei traduttori in formazione. Al tempo stesso, il volume è ancorato ai contesti europei e australiani, con minore attenzione ai Paesi del Sud globale e alle questioni strutturali della precarietà professionale, affrontate soltanto in un numero limitato di contributi. Nel complesso, il volume risulta di particolare interesse per i formatori di traduttori, i coordinatori di programmi di studio e i ricercatori alla ricerca di approcci, fondati sulla ricerca ma al tempo stesso applicabili nella pratica, per integrare tecnologie, collaborazione e riflessione critica nella formazione alla traduzione.

Parole chiave: FORMAZIONE DEI TRADUTTORI, DIDATTICA DELLA TRADUZIONE, APPRENDIMENTO SUPPORTATO DALLA TECNOLOGIA, APPRENDIMENTO BASATO SU PROGETTI, PROFESSIONALIZZAZIONE

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1. Introduction

The book, emerging from the 2022 APTIS conference, is organised into three parts: the relationship between the classroom and the professional world; collaborative, project-based pedagogies; and trainees' own voices on new modes of training. The chapters cover blind spots in Translation and Interpreting (henceforth T&I) training (Gambier), financial literacy and rate-setting (Walker & Lambert), service-learning with migrants (Belenguer Cortés), race and ethics in the classroom (Freeth), the use of computer-assisted revision tools (Musacchio & Quinci), project-based and simulated professional environments (Chen et al.; Guidarelli et al.; Penet; Ward & Tobias), and students' perceptions of pandemic-induced online teaching and international mobility (Calvo-Ferrer; Hao).

In what follows, I offer a structured overview of the volume and a series of critical reflections that accompany the discussion of each chapter. My aim is to situate the authors' contributions within ongoing debates in translator education, highlighting where the volume advances current pedagogical thinking and where further empirical grounding or clarification might be beneficial.

2. Framing the volume

In the introduction, Martin Ward sets out the intellectual and institutional context for the volume. He underlines how T&I training has been reshaped not only by technological developments (MT, AI, online platforms) but also by wider transformations in higher education, with the COVID-19 pandemic acting as a catalyst rather than a temporary disruption. The rapid shift to online and hybrid teaching forced trainers to experiment with new models, accelerating discussions that were already under way about how to balance traditional, text-centred pedagogy with more professionally-oriented and digitally-mediated approaches. Ward links the volume directly to the 2022 APTIS conference, *Translation and Interpreting Pedagogy in a Post-pandemic World*, which brought together over a hundred trainers. The book is presented as both a continuation of those conversations and a resource for colleagues seeking "insights and adaptable pedagogical approaches" that might be implemented under very different constraints.

The introduction succeeds in situating the book historically and thematically, and in signalling the editors' intention not to propose a single blueprint but to offer a series of situated experiments. One could argue, however, that the framing remains largely Euro- and Anglophone-centred: while Ward acknowledges unequal access to technology and global disparities, these do not fully carry through into the selection of relevant case studies, which are overwhelmingly based in Europe and Australia. A more explicit comparison vis-à-vis non-European training contexts would have strengthened the opening.

3. Blind spots and the "inside/outside" of the classroom (Part I)

Chapter 2, "Blind spots in the training of translators and interpreters" by Yves Gambier, provides a critical backdrop for the rest of the volume. He traces the move from content-oriented curricula to competence-based designs, increasingly shaped by professionalisation discourse, technology providers, and online learning platforms. His central warning is that if training is reduced to mastery of specific tools, it risks becoming a form of "formatting" that produces quickly obsolescent operators rather than critically minded professionals. Gambier's historical reminder that early MT and AI were driven by military and intelligence interests, rather than neutral innovation, is particularly valuable at a time when university programmes are under pressure to align with university industry partners. By asking who funds current MT and AI research, and to what ends, he invites trainers to embed critical reflection on technology into curricula, rather than treating tools as neutral add-ons. He also discusses the diversification of translation practices and labels, i.e. localisation, transcreation, crowdsourcing, fan translation, and the resulting instability of professional identities and status signals. His critique of Translation Studies itself, as both "indisciplined" and embedded in neoliberal university structures, extends the notion of "blind spots" to research practices and ethics. The chapter's strength lies in this wide, historically informed sweep and in its insistence on linking technology, power, and pedagogy. At the same time, the breadth comes at a cost: concrete, classroom-level implications are sketched only in general terms, leaving readers to translate these insights into specific teaching interventions. Some trainers may find this macro-level critique slightly detached from their day-to-day curricular decisions, although it clearly sets the tone for the volume's more applied contributions.

From this broad vantage point, in Chapter 3, "Show me the money", Callum Walker and Joseph Lambert narrow the focus to one specific "blind spot": money, rates, and financial sustainability. Their chapter

begins from the contrast between translators' repeated reports of low pay and the often-cited growth of the language services industry. They argue that translator trainers inevitably shape norms and expectations around remuneration and ambition, whether they acknowledge it or not, and that failing to explicitly address financial topics effectively leaves students to absorb "poverty cults" and fatalistic attitudes about low rates. Their review of 31 Master's programmes in the UK and Ireland shows that explicit treatment of rates, pricing, or remuneration is rare and usually confined to a few lectures within broader "professional skills" modules. Students instead rely on fragmented advice from guest speakers, online forums, and association surveys, which tends to produce a vague sense of "standard" per-word rates rather than a critical engagement with pricing models, market segmentation, or risk. Walker and Lambert's concrete suggestions, such as embedding rate-setting scenarios in industry skills modules, addressing pricing in technology courses when discussing MT and TM discounts, integrating financial literacy in simulated bureaus and case studies, are one of the volume's most immediately applicable contributions. The main limitation here is scope: the analysis is based on UK and Irish programmes and on English-language markets, which raises questions about how well these findings translate to other regions or to language pairs with very different economic structures. Nonetheless, the underlying argument that "teaching money" should be part of professional competence, not an optional extra, has clear resonance beyond the contexts studied.

In Luz Belenguer Cortés's Chapter 4 on French-Spanish service-learning, "From the classroom to the lab: data extraction, analysis, and discussion", the "outside" world enters the classroom via MIGPRO, a pilot project in collaboration with the Red Cross in Castellón. Undergraduate French students produce glossaries and Spanish-as-a-second-language materials to support French-speaking migrants' everyday communication. Survey data suggest that MIGPRO enhances motivation and awareness of real communicative needs, and the fact that all students chose to complete both possible assignments hints at a high level of engagement. However, the study remains small-scale and heavily context-bound, and its exploratory nature is openly acknowledged. A more systematic comparison with "traditional" coursework or more detailed evidence on the quality and uptake of the students' materials in the migrant community would have allowed for stronger claims. Even so, the chapter makes a persuasive case for the value of service-learning in bridging the academic-professional divide, provided that institutional structures (timetabling, assessment, partnerships) can support such initiatives.

Peter J. Freeth's Chapter 5 on race and ethics, "Back to the classroom: conclusions, main applications, and cost-benefit", takes the case of the Dutch translation of Amanda Gorman's poem as a lens through which to examine how issues of representation and structural inequality can be addressed in the classroom. Freeth carefully reconstructs the original Dutch debate, led by Black spoken-word artists and activists, around the choice of a white, acclaimed author as translator, and contrasts it with the way international media reframed the story as a more generic "who may translate whom?" controversy, often casting white translators as victims of "cancel culture". He then describes how he integrated this case into a German-English literary translation class, pairing it with a text by a Black German author to open up discussion of race, representation, and ethics grounded in students' own translation decisions. The self-reflexive discussion of his positionality as a white British lecturer in a largely white UK institution, and of the risks of relying on a single high-profile case, is one of the chapter's key strengths. He also raises important practical questions: how to avoid over-burdening students of colour, how to move beyond English-language media accounts by engaging with Dutch-language sources (with MT support if needed), and how to integrate race-related topics across curricula rather than relegating them to isolated sessions. At the same time, the focus on the Gorman controversy, while understandable given its prominence, may inadvertently reinforce the centrality of Anglophone media logics that the chapter itself critiques. Readers working in other linguistic and racialised contexts might have appreciated a broader set of examples or a more explicit discussion of how to adapt this kind of pedagogy when such headline controversies are absent or less visible.

Finally in Chapter 6, "Assessing terminology and phraseology in specialized translation pedagogy using TranslationQ", Maria Teresa Musacchio and Carla Quinci explore the use of *TranslationQ*, a computer-assisted revision (CAR) tool with a "revision memory" function, in specialised English-Italian translation teaching. Working with astronomy texts in a first-year MA Specialized Translation course, they use the tool's error-annotated segments to investigate how students handle terminology and phraseology. Their analysis shows that a relatively small set of source terms and collocations attracts a high concentration of errors, often due to overreliance on calques, insufficient domain knowledge, and limited use of corpus-based resources. The chapter is methodologically careful: it explains in detail how the revision memory is populated, how error categories were adapted from T&I industry standards to an educational setting, and how data were extracted

and interpreted at the level of cohorts and individual source items. It convincingly demonstrates that a tool originally designed for industry can be repurposed to generate an “error corpus” that supports diagnosis and targeted teaching. The drawbacks are also acknowledged: building a useful revision memory is labour-intensive and the current tool architecture makes some kinds of filtering cumbersome. Since the analysis discusses a case study tied to a single institution, language pair, and domain, other aspects can affect the use of CAR. For instance, for programmes with fewer resources or different technological ecosystems, the barrier to entry may be high. Nonetheless, as a proof of concept for CAR-supported pedagogy in specialised translation, the chapter is one of the volume’s more substantial empirical contributions.

4. Collaborative pedagogies and simulations (Part II)

Part II turns to collaborative, project-based approaches. In Chapter 7, “Evaluating project-based learning in translation classrooms: a case study”, Xijinyan Chen *et al.* present a quasi-experimental, mixed-methods study of Project-Based Learning (PjBL) in an online two-week workshop where Chinese students translate authentic school documents for a US district. The workshop combines group translation, rotating roles (translator, editor, project manager, client), synchronous sessions on professional skills, and interviews with end-users (parents, teachers). Pre- and post-workshop questionnaires, drawing on established problem-solving and teamwork scales, show statistically significant gains in students’ self-reported problem-solving and teamwork awareness. Qualitative reflections reveal a shift away from reliance on MT and single dictionaries towards more systematic research strategies, and an increased appreciation of translation as collaborative, client-facing work. The authors are commendably transparent about limitations: absence of a control group, small and self-selected sample, short duration, and substantial workload for instructors (up to twelve hours a day during the workshop), as well as a relatively high drop-out rate. The chapter thus presents the workshop as a promising but resource-intensive model that needs careful adaptation if it is to be sustainable in regular curricula.

In Chapter 8, “Newcastle Calls”, by Barbara Guidarelli, D. Carole Moore and Cristina Peligra, project-based learning is anchored in subtitling and cross-disciplinary collaboration. Italian language and translation students conduct video interviews with Italian-speaking experts and then, in extracurricular workshops, produce bilingual subtitles using Aegisub. A Film Studies student edits the final documentaries. Over three iterations, the project is refined: subtitling training is recorded, workshop structures adjusted, and the number and composition of student teams tweaked. Student feedback indicates that participants valued gaining concrete subtitling experience, working with professional software, and being paid for their work under real deadlines. The project is also credited with helping to “fill the gap” between a one-year MA and the experience expected by employers, and has already influenced programme design at Newcastle by justifying the introduction of subtitling in BA assessment and planned MA training. Here too, one element that may constrain the generalizability of the findings is that participation is voluntary and limited to small groups, and the project relies on specific institutional resources (technical support, funding for student pay, access to suitable interviewees). The cross-disciplinary collaboration with Film Studies is mediated rather than fully integrated, with lecturers acting as intermediaries between subtitlers and editor. Nevertheless, the chapter offers a realistic and inspiring example of how professional simulations can be designed incrementally, with feedback loops built in.

JC Penet’s Chapter 9, “Coaching in translator education”, adds an affective and emotional dimension to collaborative pedagogy. Taking Simulated Translation Bureaus (STBs) as a starting point, the author argues that such “authentic” learning environments can generate intense stress and negative emotions, which, if left unaddressed, risk undermining engagement and well-being. Drawing on Trait Emotional Intelligence theory, Penet tests whether group coaching sessions can support students in recognising and managing emotions during STBs. Quantitatively, the results are modest: small matched samples across two universities and one STB cycle do not yield statistically significant gains in stress management, self-motivation, or global trait EI (emotional intelligence), though there are indications of increased empathy among the coached group and decreased empathy among the uncoached group. Qualitative data from focus groups suggest that the intervention did not reduce stress as such, but fostered a heightened awareness of one’s own and others’ emotional states, with students reporting more empathetic interpretations of conflicts and a greater willingness to consider peers’ pressure. The chapter’s main contribution, then, is less about demonstrating measurable EI gains and more about foregrounding the need to treat emotions and empathy as legitimate components of translator’s competence. One might wish for a larger-scale follow-up study, but as an initial

exploration and a set of practical ideas (e.g. “silent coaching” tools, values-based exercises) it complements the more task-focused contributions in this section.

Returning to cross-border collaboration, in Chapter 10, “New prospects for international telecollaboration in translation training”, Martin Ward and Shani Tobias examine an international telecollaborative activity between MA-level Japanese–English translation classes at Leeds and Monash. Mixed groups translate a popular science text and prepare a joint presentation, working synchronously via Zoom and asynchronously via shared platforms, under significant time-zone constraints and with uneven experience levels between cohorts. Pre-activity interviews show that students anticipate challenges around time zones, knowledge gaps, and differing workflows, but also hope to build teamwork, communication, and revision skills. Post-activity interviews and survey data indicate that these expectations are largely met: students report gains in adaptability, project management, peer learning (especially for the less experienced Leeds cohort), and intercultural awareness. The authors use these findings to argue that international telecollaboration remains underused in translator training, despite its resonance with current professional realities. They also highlight the importance of explicit scaffolding (discussing likely challenges, clarifying expectations, guiding tool use) to prevent telecollaboration from becoming an overwhelming burden. While the case is compelling, it is worth noting that the study involves a relatively small cohort, a specific language pair, and partner institutions with existing links; scaling such telecollaborations more widely would require substantial coordination and sustained institutional commitment.

5. Trainee perspectives on pandemic-era learning and mobility (Part III)

The final part of the book foregrounds students’ perceptions of pandemic-era teaching. José Ramón Calvo-Ferrer’s Chapter 11, “How Covid-19 reshaped perceptions of translator training”, presents an exploratory survey of 92 Translation and Interpreting undergraduates at the University of Alicante, examining how the forced switch to online teaching during COVID-19 reshaped their views on teaching methodologies. Quantitative results show that face-to-face teaching remains both the preferred and, for many, the “best” mode for translation training, associated with immediacy, interaction, and collaborative dynamics. At the same time, nearly half of respondents rate blended learning as the most effective approach, acknowledging the pedagogical potential of combining in-person and online sessions. Factor analysis identifies five clusters of perceptions, with “perceptions of online tuition and its impact on learning” emerging as the strongest predictor of both preferred and ideal methodologies: students with more positive online experiences are more open to non-traditional models and more inclined to view translation as a solitary activity, whereas those whose appreciation for face-to-face teaching increased during the pandemic are less likely to favour online or blended formats. The study is clearly presented and methodologically solid for an exploratory design (reliability checks, factor and regression analyses). A few contextual constraints also emerge: a single institution, reliance on self-report, and lack of complementary qualitative data beyond the questionnaire. Nonetheless, it offers a useful grounded picture of how COVID-19 has recalibrated, rather than revolutionised, students’ expectations: face-to-face teaching retains primacy, but blended approaches have gained legitimacy.

In the closing chapter, “Studying translation abroad”, Yu Hao addresses a related but distinct issue: why did Chinese students choose to study translation and interpreting at an Australian university during and after the pandemic, and how did online vs. on-campus study affect their experience? Using a bilingual Qualtrics survey with 62 students and recent graduates, the study applies a push–pull framework to twenty motivational items grouped into push factors (home-country conditions), pull factors (host-country/institution attractions), and translation-specific factors. Results show that pull factors are dominant. High-quality education, institutional prestige, the desire to travel and “see the world”, to socialise with people from diverse backgrounds, and to gain overseas career opportunities all rank higher than push factors such as job-search difficulties or dissatisfaction with the home country’s “social atmosphere”. Discipline-specific motives (a strong prior commitment to translation as a profession) rank lowest, although a substantial minority of respondents do express a desire to become translators or interpreters. Hao’s chapter is theoretically well-anchored in migration and higher-education research and offers one of the more fine-grained looks at international translation students’ motivations and trajectories. Again, the focus on a single programme and on Chinese students limits generalisability, but the analysis raises broader questions about how translator-training programmes should respond to heterogeneous motivations and career aspirations, rather than assuming a homogeneous cohort of future full-time translators.

6. Audience and overall appraisal

This book will be especially useful to translator trainers, programme directors, and curriculum designers in higher education, particularly those working in MA-level T&I programmes. The volume offers a mix of conceptual critique (Gambier), reflective praxis (Freeth, Penet), and empirically grounded interventions (Musacchio & Quinci; Chen et al.; Guidarelli et al.; Ward & Tobias; Calvo-Ferrer; Hao), all written in a style accessible to practitioners who may not consider themselves primarily researchers. The collection's main strengths lie in:

- its explicit engagement with long-neglected topics such as money, rates, and financial sustainability;
- its sustained attention to students' emotional experiences and voices;
- and the detailed, "warts-and-all" descriptions of collaborative and project-based initiatives that readers can realistically adapt rather than idealise.

However, the volume is also uneven: some chapters are tightly theorised and methodologically robust, while others remain more anecdotal or descriptive; geographical coverage is narrow, with little representation of training contexts beyond Europe, Australia, and Chinese outbound mobility; and structural issues such as precarity, platformisation, and the political economy of language service work are touched upon in a few contributions but not developed across the collection.

Despite these considerations, the book succeeds in its core aim, that is, to offer a rich repertoire of practices and critical reflections that can help align translator education with contemporary professional realities without 'surrendering' to a purely instrumental or tool-driven model. Its most compelling message is that teaching translation in the 2020s requires not only updated technologies and collaborative formats, but also honest conversations about money, sustained engagement with ethics and race, and an acknowledgement of the diverse motivations and emotional lives of students.

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- ES** | **Marianna Bracco** tiene un máster en Traducción Especializada e Interpretación de Conferencias. Su investigación se sitúa en la intersección entre los estudios de los procesos de traducción, la lingüística cognitiva y las tecnologías del lenguaje, con especial énfasis en el esfuerzo cognitivo, el eye-tracking, la traducción automática, la accesibilidad y la traducción asistida por inteligencia artificial. Es coautora de un artículo revisado por pares, de próxima publicación en la *Rassegna Italiana di Linguistica Applicata* (RILA), en el que se analiza el esfuerzo cognitivo en la revisión de traducciones automáticas y humanas mediante metodologías de eye-tracking.
- IT** | **Marianna Bracco** ha conseguito una laurea magistrale in Traduzione specialistica e Interpretariato di conferenza. La sua attività di ricerca si colloca all'intersezione tra la ricerca sui processi traduttivi, la linguistica cognitiva e le tecnologie linguistiche, con particolare attenzione allo sforzo cognitivo, all'eye-tracking, alla traduzione automatica, all'accessibilità e alla traduzione assistita dall'intelligenza artificiale. È coautrice di un articolo con revisione tra pari, di prossima pubblicazione nella *Rassegna Italiana di Linguistica Applicata* (RILA), che indaga lo sforzo cognitivo nella revisione di traduzioni automatiche e umane mediante metodologie di eye-tracking.